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ABSTRACT

The American College Testing (ACT) Class Profile for students enrolled in Illinois public community colleges provides student characteristics and test results information. These data enable local colleges to compare their students with other community college students in the state and nation rather than with college and university students. In 1978, 12,789 students took the ACT Test and entered as freshmen into an Illinois community college. Their average ACT score, which was lower than the national college freshman norm, was 16.6 and their high school grade point average (GPA) was 2.6 (C+). Since 1973, the statewide ACT scores have steadily decreased; conversely, GPA's steadily increased until 1977 and stabilized in 1978. Of the 1978 group, 56% indicated that they would apply for financial aid, while 58% expected to work while in college. The freshmen indicated a need for improving math (47%), study (41%), and reading (38%) skills; for assistance in choosing a major (44%), and for personal counseling (31%). Regarding degree objectives, 59% aspired to a bachelor's degree or higher, 30% desired an associate degree, and 6% sought a certificate. The business/commerce profession was the popular first vocational choice and the most planned educational major. For 47% of the freshmen, the single most important factor in making a college choice was field of study. (AYC)

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ABSTRACT OF THE AMERICAN COLLEGE TESTING CLASS PROFILE FOR FALL 1978 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

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ABSTRACT OF THE ACT CLASS PROFILE FOR FALL 1978 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

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PREFACE

Studies on the characteristics of community college students are of particular interest to the local colleges, the Illinois Community College Board, and to other state agencies. For this reason, during the last six years, the ICCB has made arrangements to purchase the American College Testing (ACT) Class Profile for students enrolled in Illinois public community colleges. This statewide class profile provides student characteristics and ACT test results in the very same format as the class profile report which each college gets for the students who take the ACT test and enroll at its institution.

The primary use of the ACT Class Profile of students enrolled in Illinois public community colleges is to enable the local community colleges to compare the characteristics of their students with the characteristics of other community college students in the state and in the nation rather than with college and university students. The characteristics of community college students are distinctly different from those of university students. For example, the community college students have lower average ACT scores overall, different special educational needs, different educational aspirations, and different reasons for going to college than students attending senior institutions.

The ICCB does not require community college students in Illinois to take the ACT test nor do all colleges require the ACT test, although it is the most commonly used entrance test in the state. The Illinois Public Community College Act Section 103-17 does specify that colleges shall admit students qualified to complete any of their programs as long as space allows and that students allowed entry into college transfer programs must have ability and competence similar to that possessed by students admitted to state universities. If space does not allow admitting all students applying into a given program the community college must accept those best qualified, using rank in class and ability and achievement tests as guides. Many community colleges use the ACT test and high school grade point average as two of the basic criteria for these purposes.

Although the reader may wish to use the entire ACT Class Profile Report of 1978-79 Illinois Public Community College Freshmen for detailed study and comparison, this abstract is prepared to give a brief over-view of the highlights contained in that report and to provide a comparison of the characteristics of Illinois community college students with state and national norms. The format presented in this abstract might also serve as a model for a brief profile of student characteristics at the local community college.

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HIGHLIGHTS OF THE ACT CLASS PROFILE

The highlights listed below identify the characteristics of 12,789 students who took the American College Testing Program (ACT) and enrolled as freshmen during the Fall 1978 term at an Illinois public community college.

1. This report showed that the average ACT composite score for Illinois public community college freshmen who took the ACT test was 16.6*and their average high school grade point average was 2.6 (C+). The average score on the various tests were as follows: English 16.2, Mathematics 15.1, Social Studies 15.4, and Natural Science 19.2. (See page 2 for further details.)

2. The comparison of average ACT scores and high school grade averages of Illinois public community college Fall 1978 freshmen with national norms for all college freshmen shows that national norms are higher than the average ACT scores and high school grade averages of Illinois public community college students. This reflects the fact that the public community colleges have open admission policies rather than selective admission which is often based on a minimum ACT score and high school grade average at most four-year institutions. (For futther details see page 3.)

3. In comparing ACT scores and high school grade averages of Illinois public community college students since 1973, we note that average ACT composite scores have decreased each year from 18.0 for Fall 1973 freshmen to 16.6 for Fall 1978 freshmen while the average high school grades have been increasing until 1977 but have stabilized in 1978. (See page 8 for details.)

4. Over one-half (56%) of all community college freshmen taking the ACT test indicated that they would apply for financial aid assistance while 58% indicated they expected to work while in college and would like some assistance in locating employment. (See pages 20 & 21 for additional information.)

5. Community college freshmen who took the ACT test indicated a need for improving math skills (47%), for assistance in choosing a major (44%), for improving study skills (41%), for improving reading skills (38%), and for personal counseling (31%). (For further information, see pages 10 and 11.)

6. Illinois public community college Fall 1978 freshmen who took the ACT test expressed the following educational degree aspirations: 59% of the students aspired to obtain a bachelor's degree or higher, 30% of the students aspired to obtain a two-year degree, and 6% aspired to obtain a certificate of less than two years in length. (See pages 12 and 13 for details.)

7. The Business/Commerce profession was the most popular first vocational choice (22%) of the Illinois public community college freshmen taking the ACT test. This field was also selected as the most often planned educational major. (See pages 15 through 17 for more information.)

8. The single most important factor in making a college choice by the Fall 1978 freshmen enrolled in Illinois public community colleges who took the ACT test was "Field of Study" which was selected by 47% of the students. Other factors which were often indicated as being the most important were: tuition cost (21%), location (19%), and type of institution (10%). (For more detail, see page 9.)

* The range of scores on the ACT test is from 1 to 36.

INTRODUCTION

The American College Testing Program (ACT) is probably the most widely used testing program by colleges and universities in the Midwest for admission, placement, and counseling purposes. Although many public community colleges in Illinois do not require the ACT test for admission, it is the most often used standardized national test in Illinois community colleges. In addition, many high school students take the ACT test during their junior or senior year in high school prior to deciding which college they want to attend and hence, their scores are available even if the college does not require them for admission. For these reasons, we would expect the sample in this ACT profile to represent primiarily full-time students directly out of high school more so than students who are older and have enrolled in the community college. The data in the ACT Class Profile verifies these conclusions. For example, 71% of the Illinois community college students taking the ACT test were 18 or 19 years old during 1978, 75% were full-time students, and 87% planned to attend college during the day.

This report includes data for 12,789 students who took the ACT test. These students were mostly full-time, first-time enrolled freshmen at community colleges. The number of full-time, first-time freshmen enrolled in Illinois public community colleges was just over 33,000 students, hence, the proportion of these students who took the ACT was fairly large. However, since many community college students are part time, the ACT characteristics cannot be applied to all students. The 12,789 students represent approximately 7% of the total freshmen enrollment in the community colleges. Hence, the characteristics presented in this report represent only those community college students who took the ACT test and cannot be generalized to all community college students.

Individual student ACT data are very useful tools for academic counseling, class placement, and assessing needed special services. These data become even more useful when compared to the college's ACT Class Profile. The Class Profile is very useful in describing the student characteristics at a given college and for assessing the needs for various types of services that may be indicated. For example, the Class Profile is a valuable source of data for admissions, financial aid, placement, counseling, student activities, and instructional programs. Again, these data become more beneficial when statewide community college norms are available. This is one of the purposes of the State Composite ACT Class Profile for Illinois Community College Students.

AVERAGE ACT SCORES OF FALL 1978 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Table 1 below shows the average American College Testing (ACT) scores on the various subtests for the freshmen enrolled in Illinois public community colleges during the Fall 1978 term who took the ACT test. The standard scores on the ACT tests range from a highest possible score of 36 to a low of 1. The national average score for each of the ACT tests is around 18 although it varies slightly among the subtests and from year to year. The data in Table 1 are presented separately for men and women because there is a marked difference on some of the subtest averages for these two groups. Men obtained higher average scores in natural science, mathematics, social sciences, and the overall composite, while women obtained higher scores in English.*

Table 1 provides statewide data for Illinois public community college students which are very useful for local use in analyzing the ACT Class Profile. The comparison at the local level should carefully consider the sample of students who take the ACT tests at the local college.

Table 1

MEAN ACT STANDARD SCORES* OF FALL 1978 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

ACT TEST	Men	Women	Total
English	15.3	16.9	16.2
Mathematics	16.5	14.0	15.1
Social Studies	15.9	15.0	15.4
Natural Sciences	20.2	18.4	19.2
Composite	17.1	16.2	16.6
Number of Students	5,614	7,175	12,789

ACT Scores Range from a High of 36 to a Low of 1. * t-test for each of these differences was significant at the .01 level

DISTRIBUTION OF ACT SCORES AND HIGH SCHOOL GRADES OF ILLINOIS COMMUNITY COLLEGE FRESHMEN

Table 2 shows a comparison of the distribution of ACT composite scores of Illinois community college Fall 1978 freshmen with national norms. This analysis shows that about 26 percent of the Fall 1978 freshmen enrolled in Illinois public community colleges had very high academic ability as measured by the ACT test. For example, 5% of these students had ACT scores in the 26 to 36 range, and 19% in the 21 to 25 range. This accounts for 24% of the Fall 1978 freshmen in the ACT profile who were enrolled in Illinois public community colleges and indicates that these students could have been admitted to most four-year colleges but chose instead to enroll at a community college.

TABLE 2

COMPARISON OF THE DISTRIBUTION OF ACT COMPOSITE SCORES OF ILLINOIS COMMUNITY COLLEGE FALL 1978 FRESHMEN WITH ALL ENROLLED FRESHMEN IN THE ACT NATIONAL SAMPLE

ACT Standard Score	Ill. Pub. Comm. Coll. Enrolled Fall 1978 Freshmen	National College Enrolled Freshmen
26-36	5%	14%
21-25	19%	26%
16-20	31%	28%
1-15	45%	31%

Table 3 below shows a distribution of the students among the various grade categories. This analysis shows what percentage of the Fall 1978 Illinois community college freshmen had high school grades in each of the grade categories and revealed that 63% of these students had high school grade averages of A or B with an additional 34% having a C grade average. Only 2% of the Fall 1978 Illinois Community College freshmen reported a high school grade average of a D.

TABLE 3

COMPARISON OF THE PERCENTAGE OF ILLINOIS COMMUNITY COLLEGE FALL 1978 FRESHMEN IN VARIOUS HIGH SCHOOL GRADE CATEGORIES WITH ALL NATIONAL COLLEGE BOUND STUDENTS

Grade Point Average	Typical Grade	Ill. Comm. Coll Enrolled Freshmen	All National Coll. Enrolled Students
3.50 - 4.00	A	13%	31%
2.50 - 3.49	B	50%	50%
1.50 - 2.49	C	34%	18%
0.50 - 1.49	D	2%	1%
0.00 - 0.49	F	0%	0%

COMPARISON OF AVERAGE ACT SCORES OF ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1978 FRESHMEN WITH NATIONAL NORMS

Table 4 below shows a comparison of average ACT scores of Illinois public community college Fall 1978 freshmen who took the ACT test with averages obtained by all university and college bound students in the United States who took the ACT test during 1978-79. These data show that the average ACT scores of Illinois community college freshmen were slightly lower than for the national sample of all freshmen enrolled at colleges and universities in the United States. These data are not at all surprising but simply reflect the fact that the public community colleges of Illinois have "open admission" policies and do not select students on the basis of admission test scores (often the ACT test) as do many four-year colleges and universities. In addition, the sample of Illinois community college students include students in the various occupational certificate and degree programs, general studies certificate programs, as well as students in the baccalaureate programs.

TABLE 4

A COMPARISON OF AVERAGE ACT SCORES OF ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1978 FRESHMEN WITH NATIONAL NORMS

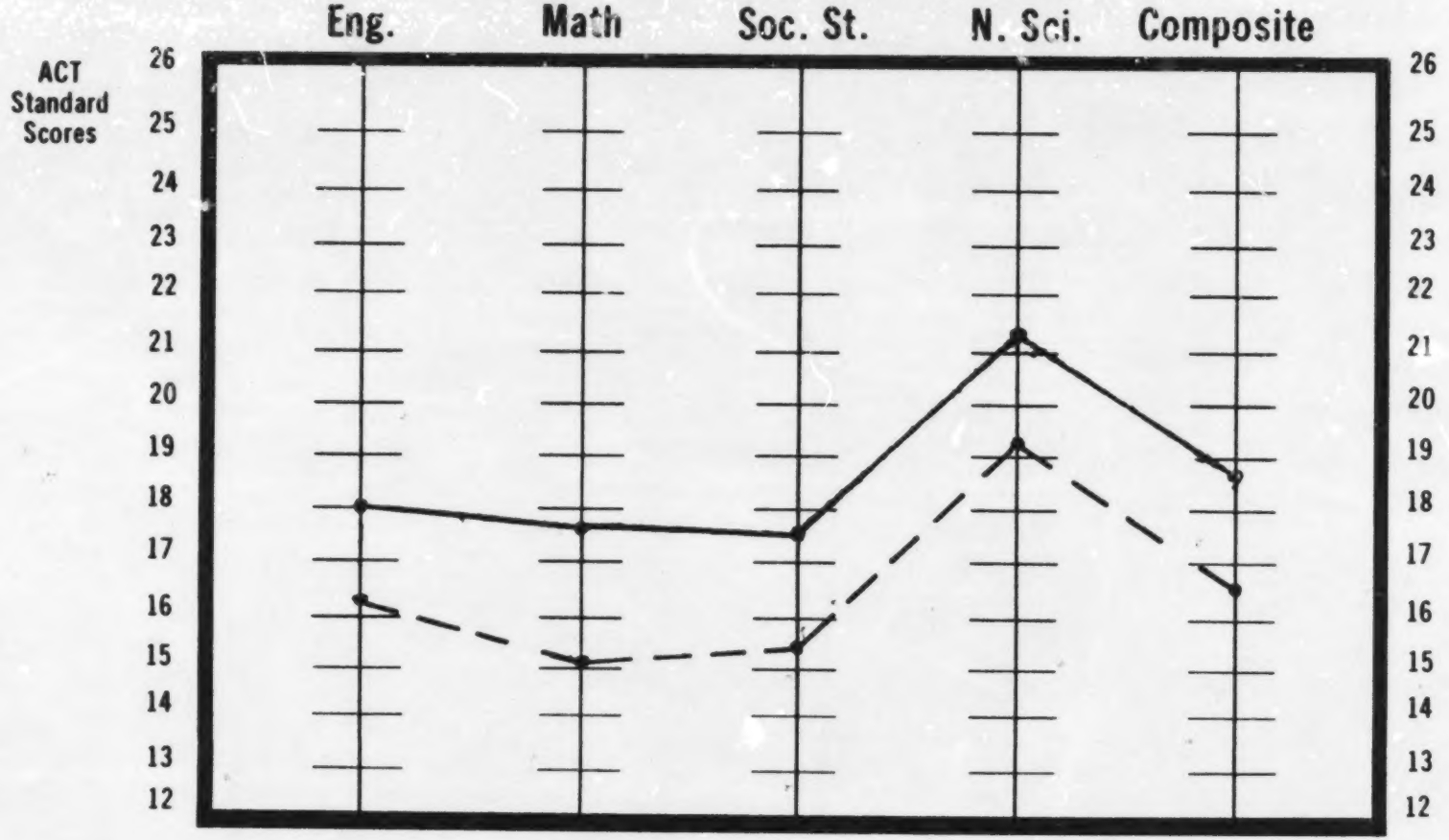
ACT Test	Illinois Community College Enrolled Freshmen		National College and University Freshmen	
	Mean	Stan. Dev.	Mean	Stan. Dev.
English	16.2	5.1	18.0	5.3
Mathematics	15.1	7.0	17.7	7.7
Social Science	15.4	6.7	17.6	7.3
Natural Science	19.2	6.0	21.2	6.6
Composite	16.6	5.3	18.7	5.9
No. of Students	12,789		50,339*	

Stan. Dev. = Standard Deviation. t-test was significant at the .01 level per test.
ACT score range = 1-36
* Represents 10% national sample

The chart on the opposite page illustrates the comparison of the average ACT test scores of Illinois community college freshmen with national norms for all two-year and four-year college and university freshmen.

Each local community college also receives a similar chart with the local college scores marked.

Comparison of the Mean ACT Scores with Means of Other Groups



	Eng.	Math	Soc. St.	N. Sci.	Composite
National Mean: (All College Bound)	18.0	17.7	17.6	21.2	18.7
State Mean: (Community College Only)	16.2	15.1	15.4	19.2	16.6
Local Mean:					

National: ——— State: — — — Local:

CHART 1

Source: Local - Table 1.1; State - Table 1.1

SELF-REPORTED HIGH SCHOOL GRADES

Another measure of academic ability that is reported in the ACT Class Profile Report is the self-reported high school grades. Although these are self-reported grades which tend to vary from actual grades received in certain cases, studies have shown them to be fairly reliable when used with large samples. Table 5 shows the average high school grades in the subject areas listed for the Fall 1978 freshmen who took the ACT test.

Women in this report had higher high school grades than did men; however, men scored higher on the ACT tests than did the women. The average high school grades of freshmen have been going up, but the average ACT scores have been decreasing during the past five years.

TABLE 5

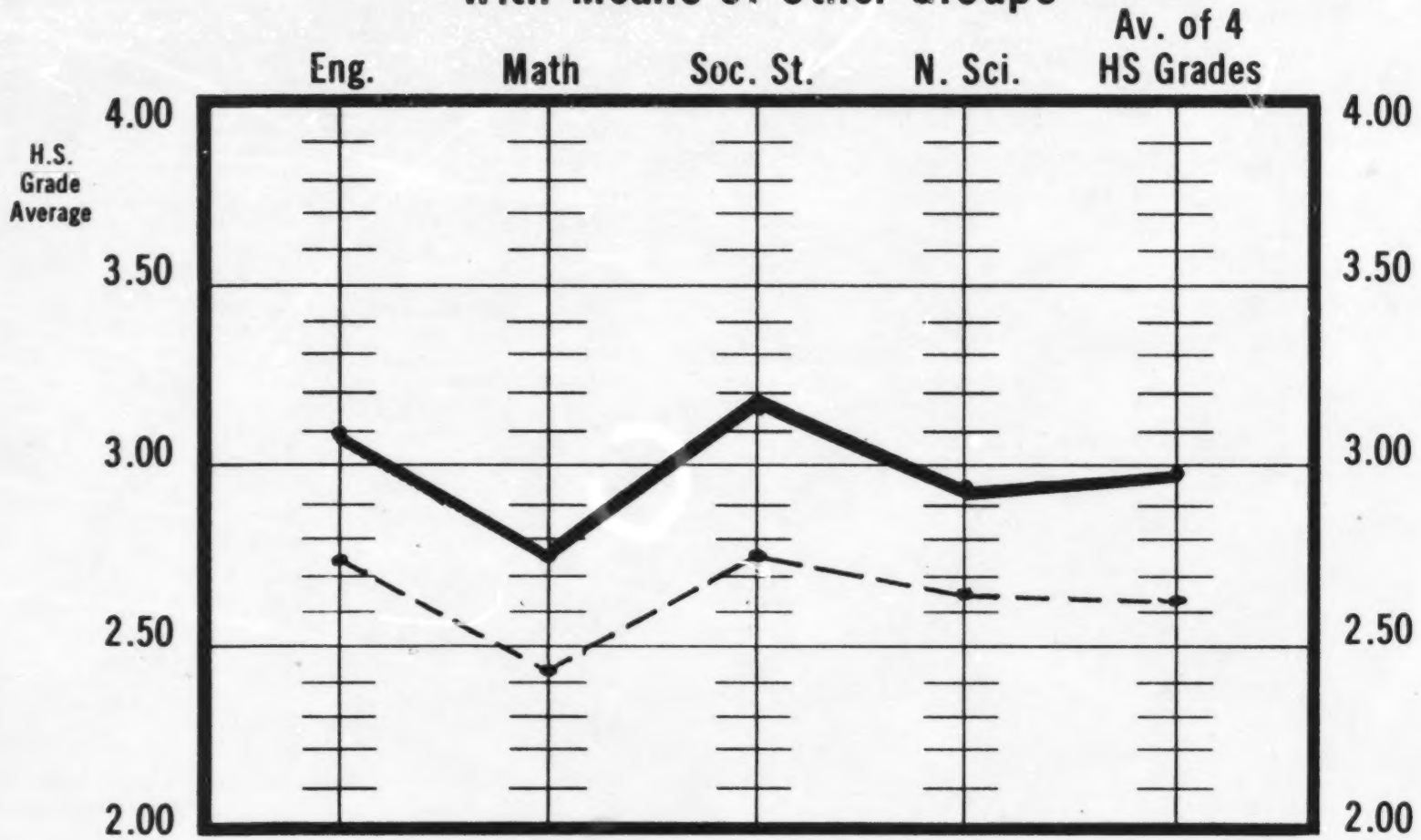
SELF-REPORTED HIGH SCHOOL GRADES FOR FALL 1978
FRESHMEN ENROLLED IN ILLINOIS PUBLIC
COMMUNITY COLLEGES AS INDICATED ON ACT PROFILE

	Men	Women	Total
High School English Grades	2.54*	2.90*	2.74*
High School Mathematics Grades	2.33	2.49	2.42
High School Social Studies Grades	2.69	2.81	2.76
High School Natural Science Grades	2.57	2.70	2.65
Average for the 4 High School Grades	2.52	2.73	2.64

*Mean Grade Point Average based on a 4 point scale (A=4, B=3, C=2, D=1)
t - test was significant at the .01 level

The chart on the opposite page shows a comparison of average (mean) high school grades by subject area of Illinois community college students with national norms. The data show that Illinois community college freshmen have lower high school grade averages than all college and university freshmen in the nation who take the ACT test.

Comparison of the Mean High School Grades with Means of Other Groups



	Eng.	Math	Soc. St.	N. Sci.	Av. of 4 HS Grades
National Mean: (All College Bound)	3.10	2.76	3.18	2.96	2.99
State Mean: (Community College Only)	2.74	2.42	2.76	2.65	2.64
Local Mean:					

National: ——— State: — — — Local:

CHART 2

Source: Local - Tables 1.5 & 1.6; State - Tables 1.5 & 1.6

COMPARISON OF ACT SCORES AND HIGH SCHOOL GRADES FROM 1973 THROUGH 1978

The two tables below show an analysis of the average ACT scores and self-reported high school grades for Illinois public community college freshmen from 1973 through 1978. This analysis shows that the average high school grades of these students have been increasing slightly each year but seems to have stabilized this year. Until 1977 it is uncertain whether the cause of this increase is more achievement on the part of the students or easier grading on the part of the teachers. The average ACT scores, on the otherhand, have been decreasing each year since 1973. It should be noted that average ACT scores were decreasing nationally until 1977 but have been increasing the last two years.

TABLE 6

AVERAGE ACT SCORES IN ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN FROM 1973 THROUGH 1978

	English	Math	Soc. St.	N. Sci.	Composite
1973-74	17.0	17.6	17.3	19.5	18.0
1974-75	17.0	17.4	17.1	19.8	17.9
1975-76	16.5	16.2	16.3	19.6	17.3
1976-77	16.4	15.5	15.8	19.3	16.9
1977-78	16.2	15.4	15.4	19.2	16.7
1978-79	16.2	15.1	15.4	19.2	16.6

ACT scores range from a high of 36 to a low of 1

TABLE 7

AVERAGE SELF-REPORTED HIGH SCHOOL GRADES FOR ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN FROM 1973 THROUGH 1978

	English	Math	Soc. St.	N. Sci.	Ave. of 4 HS Grades
1973-74	2.61	2.19	2.62	2.45	2.48
1974-75	2.69	2.26	2.70	2.51	2.54
1975-76	2.72	2.30	2.70	2.55	2.57
1976-77	2.75	2.36	2.73	2.60	2.61
1977-78	2.77	2.41	2.78	2.65	2.64
1978-79	2.74	2.42	2.76	2.65	2.64

Mean Grade Point Average based on a 4-point scale (A=4, B=3, C=2, D=1)

WHY STUDENTS CHOSE THE COMMUNITY COLLEGE

With the enrollments in postsecondary education leveling off or declining, there is considerable interest in knowing why students choose a particular college to attend. The Fall 1978 freshmen enrolled in Illinois public community colleges who took the ACT tests indicated what they considered to be the single most important factor in making a college choice on the profile. Table 8 below shows a comparison of these reponses from Fall 1974 through Fall 1978. The most frequently indicated factor for choosing the community college was "field of study." Tuition cost, location, and type of institution were also frequently mentioned. This analysis indicates that students are choosing the community colleges primarily because they are offering the programs that they are interested in pursuing and secondarily because of lower tuition cost. A location in their own community is the third most important factor.

TABLE 8

COMPARISON OF SINGLE MOST IMPORTANT FACTOR IN MAKING COLLEGE CHOICE FROM FALL 1974 THROUGH FALL 1978 IN ILLINOIS PUBLIC COMMUNITY COLLEGES ON ACT PROFILE

Factors in Making Choice	Percentage of Students Indicating as Most Important Factor				
	Fall 1974	Fall 1975*	Fall 1976*	Fall 1977*	Fall 1978*
Field of Study	47%	47%	47%	48%	47%
Tuition Cost	21%	22%	22%	22%	21%
Location	16%	18%	19%	19%	19%
Type of Institution	12%	11%	9%	10%	10%
Student Body Composition	2%	1%	2%	2%	1%
Enrollment Size	1%	1%	1%	1%	1%
Other Activities	1%	3%	3%	2%	2%

*Percentages do not add up to 100% which is due to the fact that some of the students listed more than one factor as being most important.

SPECIAL EDUCATIONAL NEEDS

Table 9 below shows the special educational needs that were indicated by the community college freshmen on the ACT profile. Of particular interest is the large percentage of students who indicate need for assistance for improving math skills (47%), in choosing a major (44%), and for improving study skills (41%). These special educational needs indicate a special need in the community colleges for adequate counseling services and developmental programs. The chart on the next page shows how these special needs of community college freshmen compare with national norms.

TABLE 9

SPECIAL EDUCATIONAL NEEDS REPORTED BY FALL 1978 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Special Assistance Needed In:	Men	Women	Total
Choosing a Major	45%	43%	44%
Improving Writing Skills	28%	30%	29%
Improving Reading Skills	41%	36%	38%
Improving Study Skills	43%	39%	41%
Improving Math Skills	43%	49%	47%
Personal Counseling	32%	30%	31%

Table 10 below shows an analysis of the special education needs of freshmen enrolled in Illinois public community colleges who took the ACT test from 1972 through 1978. This analysis shows that the percentage of students who indicated a need for improving writing and study skills increased during the past year while the percentage of students indicating a need for a special assistance in other areas either decreased or remained the same as last year. It is uncertain whether this increase is caused by a shift in needs or by a change in the sample of the students who take the ACT test.

TABLE 10

SPECIAL EDUCATIONAL NEEDS REPORTED BY FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 1972 THROUGH 1978

Special Assistance Needed In:	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Choosing a Major	41%	38%	39%	44%	45%	44%	44%
Improving Writing Skills	42%	40%	34%	29%	28%	28%	29%
Improving Reading Skills	36%	30%	32%	39%	37%	38%	38%
Improving Study Skills	47%	40%	40%	43%	40%	40%	41%
Improving Math Skills	52%	51%	54%	56%	48%	48%	47%

Percent of Students with Special Educational Needs

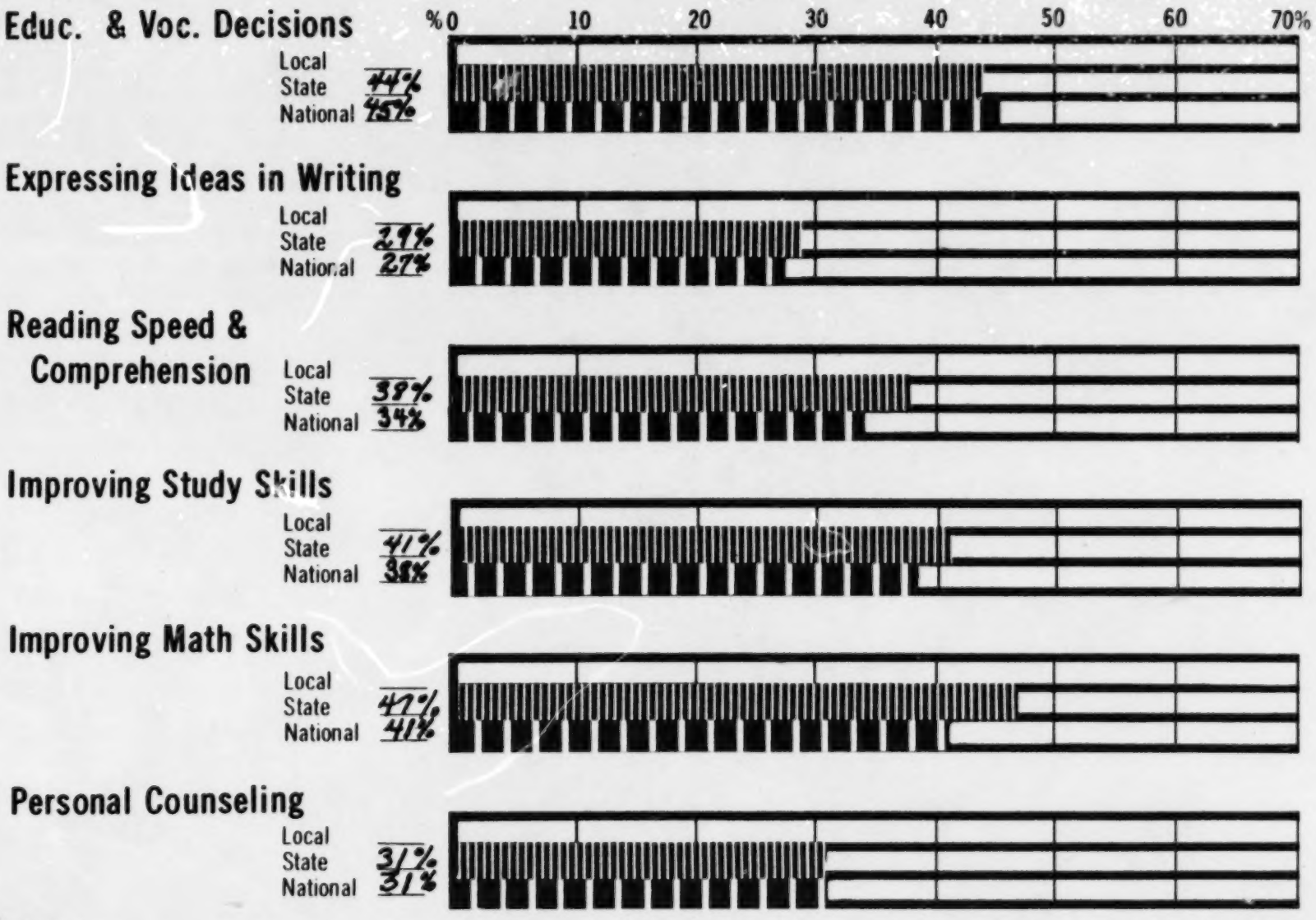


CHART 6

Source: Local - Table 4.2; State - Table 4.3

EDUCATIONAL DEGREE ASPIRATIONS

Table 11 below shows the educational degree aspirations of Illinois public community college Fall 1978 freshmen who took the ACT test. The categories shown on the ACT profile represent the highest degree aspirations and do not provide for the step by step progress that many students make in completing first a two-year college degree, then a bachelor's degree, and often later, an advanced degree. Hence, 59% of the students aspired to obtain a bachelor's degree or higher, 30% of the students aspired to obtain a two-year degree, and 6% aspired to obtain a certificate of less than two years in length. These data do not show the great need for short term programs which are in demand by part-time adult students in the public community colleges because the ACT sample is composed primarily of full-time students directly out of high school.

TABLE 11

EDUCATIONAL DEGREE ASPIRATIONS OF
ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1978 FRESHMEN

	Men	Women	Total	National College and University Freshmen
Vocational or Technical Program (Less than Two Years)	6%	6%	6%	2%
Two-Year College Degree	25%	34%	30%	11%
Bachelor's Degree	42%	37%	39%	44%
One or Two Years of Graduate Study (MA, MBA, Etc.)	11%	8%	9%	17%
Professional Level Degree (Ph.D, MD, LLB, or JD)	12%	10%	11%	22%
Other	5%	5%	5%	4%

The chart on the next page shows a comparison of the educational degree aspirations of Illinois community college freshmen taking the ACT test with national norms. Of particular interest is the great diversity of degree aspiration of community college students.

Educational Degree Aspirations

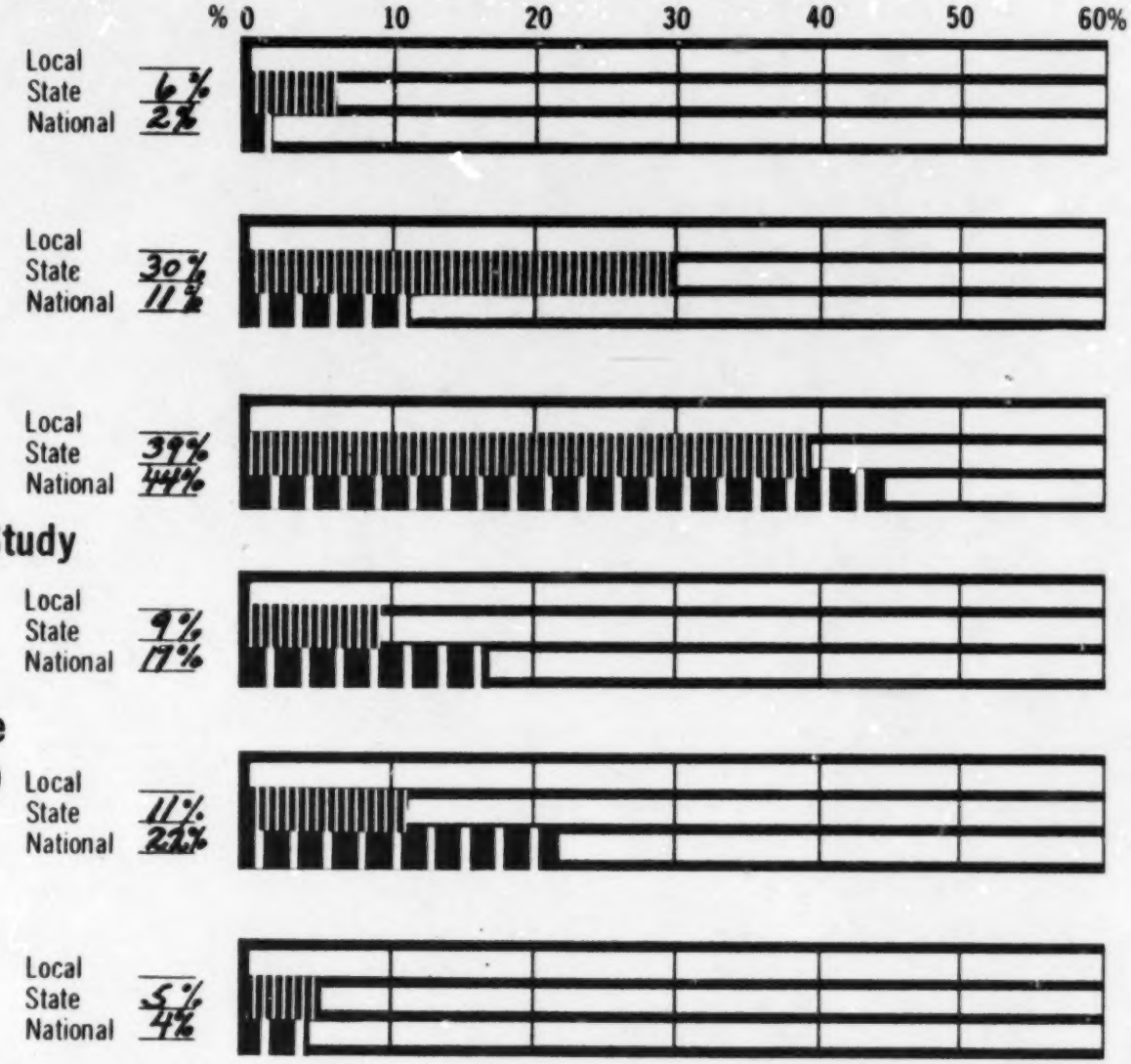


CHART 4

Source: Local - Table 3.2; State - Table 3.2

RACIAL/ETHNIC BACKGROUND BY INCOME LEVEL

Table 12 below shows a distribution of Fall 1978 Illinois Community College Freshmen who took the ACT test by racial/ethnic background and income level. This table shows clearly the relationship between minority racial/ethnic background and low income level. In comparison to data received on the ICCB enrollment reports a much smaller percentage of minority groups take the ACT test. For example, Afro-Americans make up over 15.5% of the enrollment in Illinois public community colleges but only 5% of those taking the ACT test.

TABLE 12

PERCENTAGE DISTRIBUTIONS OF RACIAL/ETHNIC CLASSIFICATION BY INCOME LEVEL

	Under $3000	$3000-5999	$6000-7499	$7500-8999	$9000-11999	$12000-14999	$15000-19999	$20000-Over	Total Number	Total %
Afro-American	14%	24%	10%	9%	12%	11%	9%	10%	434	5%
Amer. Indian	4	4	7	6	22	11	16	29	95	1
Caucasian Amer.	2	4	3	4	11	18	24	34	6357	79
Mexican Amer.	6	7	1	11	13	19	25	18	103	1
Oriental Amer.	8	12	6	10	12	18	14	18	49	1
Spanish Amer.	19	9	9	17	15	9	13	11	47	1
Other	4	8	6	5	13	17	22	25	299	4
Prefer not to respond	6%	6%	5%	5%	11%	17%	21%	28%	640	8%

EDUCATIONAL MAJORS AND VOCATIONAL CHOICES

Table 13 below shows the educational majors and first vocational choices which were reported by Illinois Community College freshmen taking the ACT test. The data are shown in percentages and in order of most often reported. Also shown in the table is a comparison with national data for all college and university freshmen taking the ACT test.

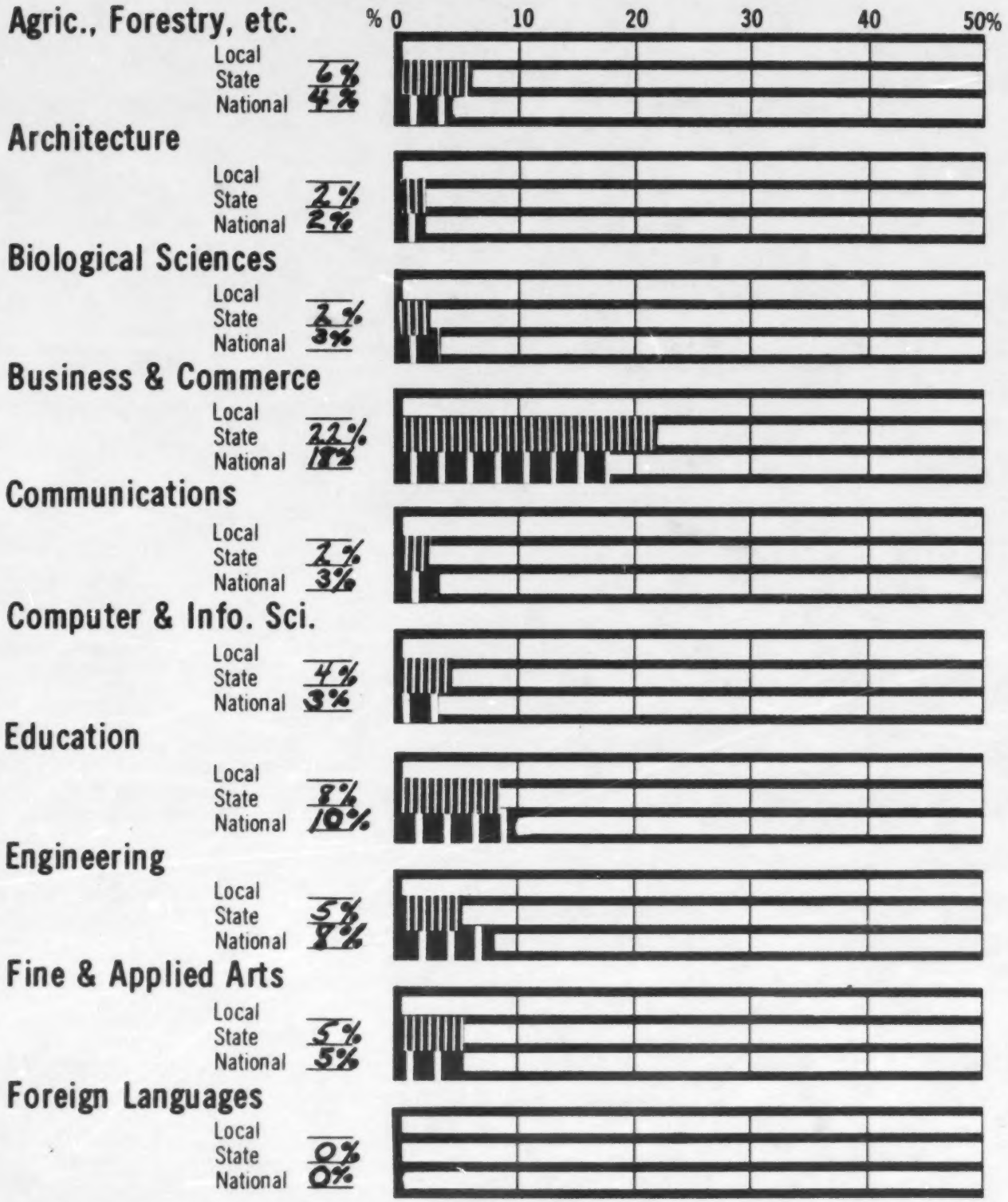
TABLE 13

PLANNED EDUCATIONAL MAJORS AND VOCATIONAL CHOICE FIELDS OF ILLINOIS COMMUNITY COLLEGE FALL 1978 FRESHMEN COMPARED TO NATIONAL SAMPLE COLLEGE AND UNIVERSITY FRESHMEN

	Illinois Community College Freshmen		National College and University Freshmen	
	Educational Major	First Voc. Choice	Educational Major	First Voc. Choice
Business & Commerce	22%	22%	18%	17%
Health Professions	17	18	17	18
Undecided	8	9	8	10
Education	8	8	10	10
Trade & Industrial Tech.	6	7	2	3
Agriculture/Forestry	6	6	4	4
Engineering	5	5	8	7
Fine & Applied Arts	5	4	5	5
Social Sciences	4	4	7	7
Community Service	4	4	3	3
Computer & Info. Science	4	4	3	3
Architecture	2	2	2	2
Communications	2	2	3	3
Home Economics	2	2	1	1
Biological Sciences	2	1	3	2
Physical Science	1	1	2	1
General Studies	2	0	2	0
Letters (Humanities)	1	0	1	1
Mathematics	1	0	1	0
Foreign Languages	0	0	0	0

The charts on the next two pages show comparisons of planned educational majors of Illinois public community college freshmen who took the ACT test with national norms.

Planned Educational Majors



(Continued)

CHART 3

Source: Local - Table 3.1; State - Table 3.1

Planned Educational Majors *(Continued)*

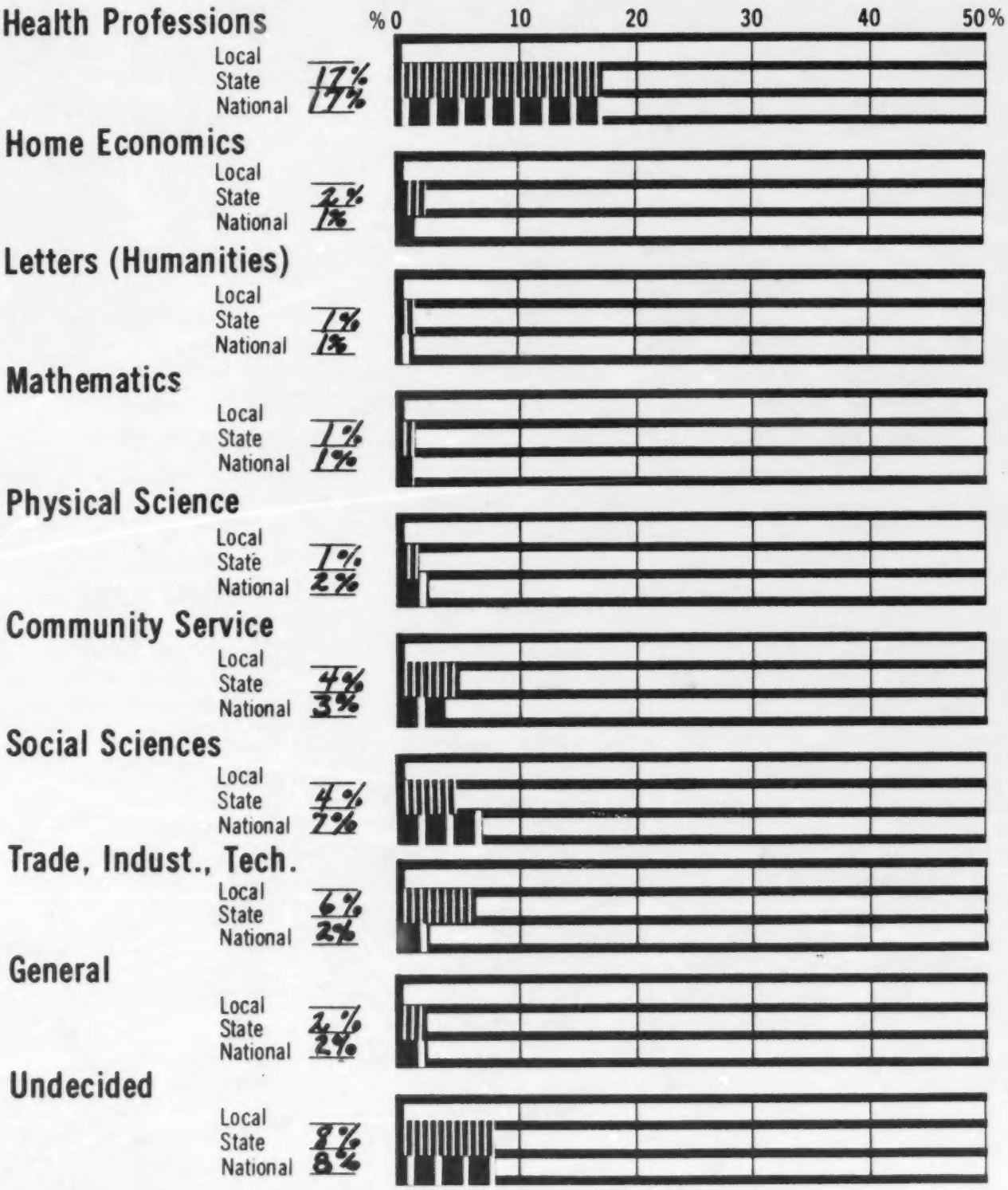


CHART 3

Source: Local - Table 3.1; State - Table 3.1

ESTIMATED FAMILY INCOME OF FALL 1978 ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN

Table 14 shows a summary of the family incomes of Fall 1978 freshmen as estimated by the student on the ACT profile. Although 10 percent of the students indicated that they did not know their family incomes and another 24 percent considered this information confidential, the data provided are useful for comparative purposes for the individual community colleges.

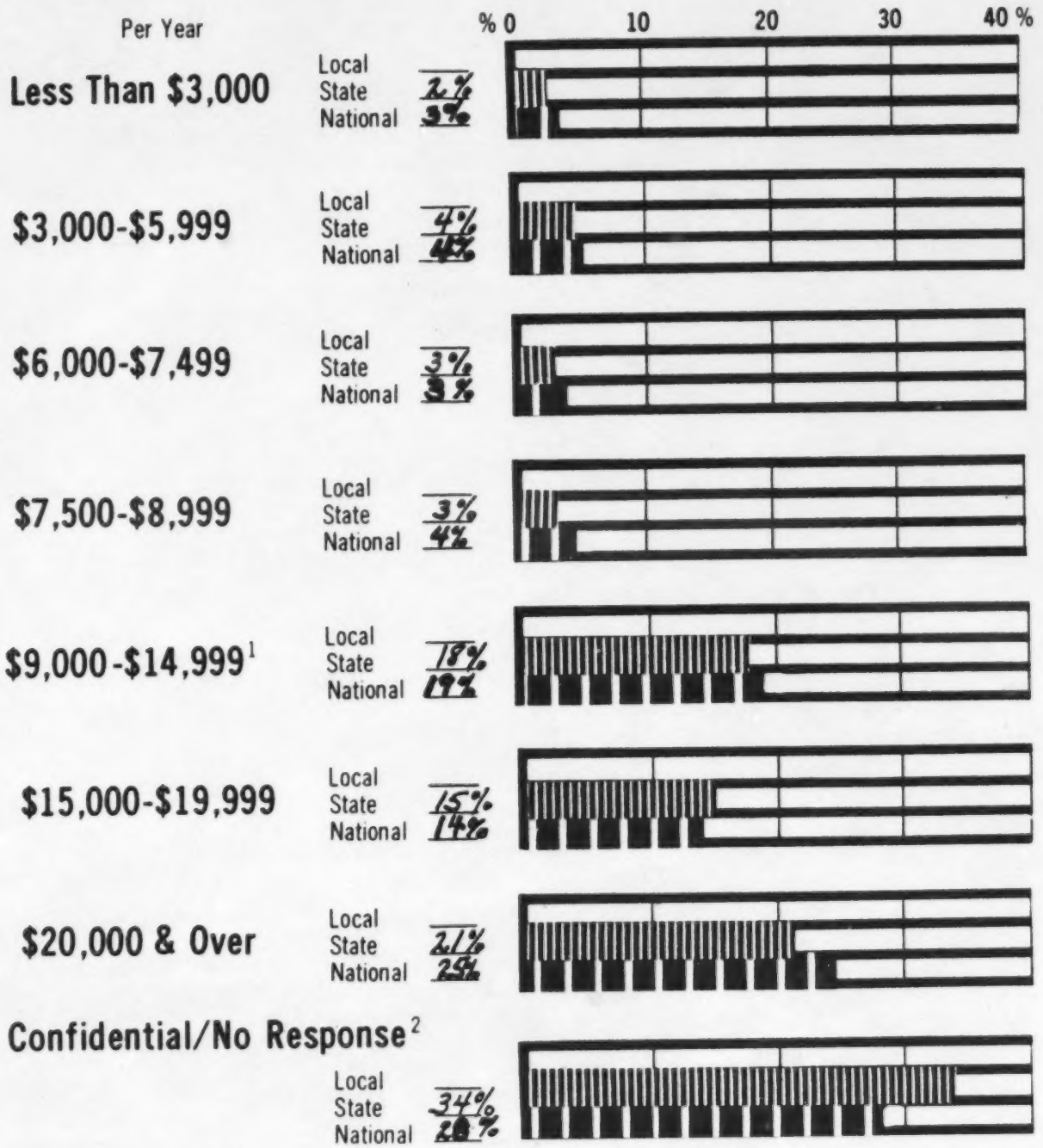
TABLE 14

ESTIMATED FAMILY INCOME OF FALL 1978 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES AS INDICATED ON THE ACT PROFILE

Estimated Annual Family Income	Number of Students	Percent of all Responding	Percent of Those Indicating Estimated Income	Cumulative Percent of Those Indicating Estimated Income
Less than $ 3,000	308	2%	4%	4%
3,000-5,999	454	4	5	9
6,000-7,499	329	3	4	13
7,500-8,999	393	3	5	18
9,000-11,999	952	7	11	29
12,000-14,999	1438	11	17	46
15,000-19,999	1921	15	23	69
20,000 and Over	2636	21	31	100%
Subtotal	8431	(66)	100%	---
Considered Confidential	3019			
Do Not Know	1339			
Total	12,789	100%		

The chart on the next page compares the income level of Illinois community college freshmen who took the ACT test with national norms.

Students' Estimated Total Family Income before Taxes



[1] Add the two percentages for the categories ($9,000-$11,999) and ($12,000-$14,999).
[2] On Local data, add the percentages for the categories "Consider Info Confidential" and "No Response."

CHART 10

Source: Local - Table 4.5; State - Table 4.3

FINANCIAL AID NEEDS

Table 15 shows the comparison of the Fall 1977 Illinois Community College freshmen with Fall 1978 freshmen responding to the ACT item dealing with expected financial aid needed by them to help meet college expenses. Over one-half (56%) of all community college freshmen indicated that they would apply for financial assistance with an additional 58% indicating they expected to work while in college and would like some assistance in locating employment. This indicates a substantial need for college placement services for students who seek part-time work while they are in college in addition to serving the needs of students after they complete their education at the community college.

TABLE 15

COMPARISON OF FINANCIAL AID NEEDS AND WORK EXPECTATIONS OF ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1977 FRESHMEN WITH FALL 1978 FRESHMEN AS INDICATED ON THE ACT PROFILE

	1977-78			1978-79		
	Men	Women	Total	Men	Women	Total
Expects to Apply for Financial Aid	53%	56%	54%	54%	58%	56%
Expects to Work While in College and Would Like Help Finding Employment	59%	57%	58%	60%	56%	58%

The chart on the next page shows a comparison of the financial needs of Illinois Community College freshmen who took the ACT test with national norms. Although a lower percentage expect to apply for financial aid than the national sample, a higher percentage expect to work while in college and would like help finding employment.

Percent of Students Who Expressed Financial Need

Expect to Apply for Financial Aid

UNIVERSITY OF CALIF.
LOS ANGELES
NOV 9 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES

Expect to Work While in College and Would Like Help Finding Employment

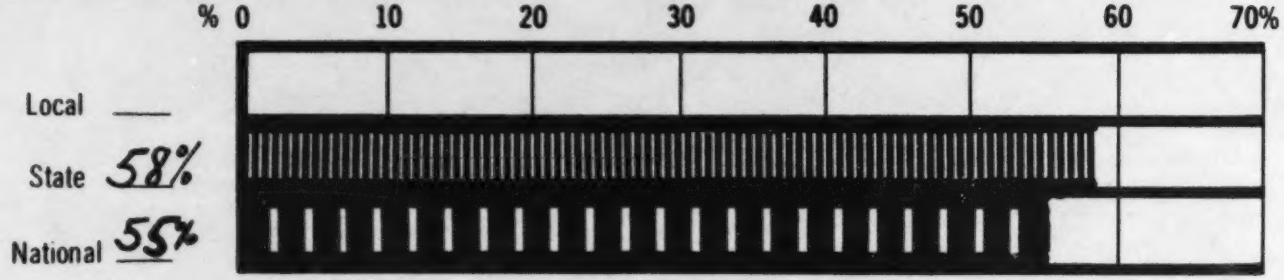


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CHART 9

Source: Local - Table 4.5; State - Table 4.3